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ABSTRACT

The Issues and Values Project was designed as a pilot program to develop and implement a law-related education curriculum for New York City (New York) private and public school 12th grade students. This booklet describes the curriculum project's: (1) purpose, background, objectives, and evaluation; (2) program implementation; and (3) student outcomes. The report concludes that teachers were generally satisfied with the training they received and the curriculum model; implementation was not possible in all types of New York City schools because of limited participation by active nonpublic school teachers; most of the participating students were 10th and 11th, not 12th grade, students; and the lack of a control group of non-project students made it impossible to determine whether changes were due to program participation or to other factors. Recommendations include suggestions that the curriculum model contain a comprehensive table of contents, stipulate minimal course requirements in terms of student skills, knowledge, behaviors, and out-of-class projects and that project administrators and the New York City Office of Educational Assessment develop a strategy for assessing students' attitudes and knowledge. Appendices contain: (1) a list of participating schools; (2) a list of schools included in various testing samples; and (3) an item analysis of student examination and attitude surveys. Tables are included. (JHP)

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PARTICIPATION IN GOVERNMENT ISSUES AND VALUES PROJECT 1986-1987 END-OF-YEAR REPORT

OEA Evaluation Report

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SO 019 591

Evaluation Section Report
John E. Schoener, Senior Manager

July, 1988

PARTICIPATION IN GOVERNMENT
ISSUES AND VALUES PROJECT
1986-1987
END-OF-YEAR REPORT

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SUMMARY

PROGRAM DESCRIPTION

The New York City (N.Y.C.) Board of Education's Division of Curriculum and Instruction was awarded a federal grant to conduct the Participation in Government Issues and Values Project for the 1986-87 school year and the fall, 1987 term. The State Education Department (S.E.D.) defined the main thrust of the Issues and Values course as teaching twelfth-grade students the proper skills and attitudes necessary for informed and active participation in government. Through the use of knowledge gained in tenth and eleventh grade history courses, the students were expected to analyze the moral and ethical impact of laws and policies and subsequently participate in in-school and out-of-school government and advocacy activities as developed by individual teachers. During the fall, 1986 term 35 social studies or history teachers from 18 public high schools throughout N.Y.C. volunteered to be trained in law-related issues, values, concepts, and methods of instruction. A seven-unit curriculum model focusing on local, state, national, and global issues was also developed at this time. During the spring, 1987 term the trained teachers taught 55 sections of the Issues and Values Project course to approximately 1,200 students. Throughout the project period project administrators established over 20 high school and seven law-related education agency partnerships as well as attended six legal and educational professional conferences to implement the project's goals.

PROGRAM GOALS

The Issues and Values Project was designed to develop and implement a new law-related education curriculum for all N.Y.C. private and public high school twelfth-graders. This project was implemented as a pilot project to be modified and incorporated into a school's curriculum at a later date. Project administrators hoped to use the pilot project to: establish 26 public and nonpublic high school and eight law-related education agency partnerships; train 52 public and nonpublic twelfth grade social studies teachers in a new law-related education approach; develop and disseminate a curriculum model with the new public policy issues approach to law-related education; and improve twelfth-grade students' knowledge and attitudes toward government participation and the law as measured by program-developed instruments administered at the beginning and end of the spring, 1987 term.

PROGRAM FINDINGS

The project administrators were partially successful in meeting their program goals. They established 21 public and nonpublic high school and seven law-related educational agency partnerships. The nonpublic school teachers withdrew from the

program shortly after it began because the Issues and Values curriculum did not fit into their schools' existing social studies curriculum. The initial draft of the curriculum model was developed by the end of January, 1987 and finalized eleven months later at the end of December, 1987. The public policy focus was implemented in the curriculum with sufficient examples of how unit topics were developed for teachers to be able to make their own lessons if they desired. The majority of the Issues and Values Project course sections (67 percent) contained non-twelfth graders. According to the project coordinator, the partnership schools substituted the new course for their regular spring, 1987 government course sections which were predominantly for tenth and eleventh graders. As a result, most project classes included an introduction to United States government unit. This was done largely because of the pilot nature of the course. Project students' performance on the knowledge and attitude instruments indicated a slightly positive shift toward improvement from the pre-to posttest.

CONCLUSIONS AND RECOMMENDATIONS

The Issues and Values Project teachers were satisfied with the training they received and reacted favorably to the initial curriculum model which they taught in the spring, 1987 term. However, the lack of active nonpublic school teachers' project participation prevented project administrators from fully implementing their new law-related education curriculum in all types of N.Y.C. twelfth-grade educational settings. In addition, because of the pilot nature of the course, the majority of the project students were tenth and eleventh graders. Finally, although project teachers reported that the course encouraged students to make decisions and participate, the lack of a control group of non-project students who completed the knowledge and attitude instruments made it impossible to assess whether changes were due to program participation or to other unrelated factors.

On the basis of these evaluation findings, the following recommendations are aimed at enhancing program benefits and facilitating their assessment:

- The curriculum model should include a comprehensive table of contents and stipulate course requirements indicating the minimum student skills, knowledge, behaviors, and out-of-class action projects necessary for passing each unit;

- Project administrators and O.E.A. should work together to develop a strategy for assessing changes in students' attitudes or knowledge. This may involve both project students and a control group of non-project students.

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I. INTRODUCTION

PROGRAM BACKGROUND

The New York City Board of Education's Division of Curriculum and Instruction was awarded a federal grant to conduct the Participation in Government Issues and Values Project (hereafter called the Issues and Values Project) for the 1986-87 school year. It subsequently received a program extension through December 31, 1987. The overall purpose of the Issues and Values Project was to develop and institutionalize a new law-related education curriculum for twelfth-grade students.

During the fall, 1986 term, 35 social studies/history teachers from 18 public high schools throughout N.Y.C. volunteered to be trained in law-related issues, values, concepts, and methods of instruction. Project administrators and other teacher volunteers developed curriculum materials for the new course at this time. During the spring term, the trained teachers taught the new social studies course to approximately 1,200 students. Project administrators established over 20 public and nonpublic high school partnerships and seven law-related education agency partnerships to implement project goals. In addition, they attended numerous events specifically to distribute the project curriculum materials to legal and educational professionals throughout New York State (N.Y.S.).

PROGRAM OBJECTIVES

The goals of the project which the Division of Curriculum and Instruction listed in the federal funding proposal were:

- To establish partnerships with educational agencies made up of 20 public and six nonpublic schools, and eight public and private agencies promulgating law-related education;
- To train 32 twelfth grade social studies teachers and eight special education high school teachers from 20 public high schools and 12 twelfth-grade teachers from six nonpublic high schools in a new approach to law-related education with public policy issues, concepts, values and materials;
- To develop a teaching/curriculum manual with the new public policy issues approach to law-related education;
- To improve twelfth-grade public and nonpublic students' concepts and knowledge about the law;
- To improve twelfth-grade public and nonpublic students' attitudes and values toward the law; and
- To disseminate project objectives, activities, teaching methods, and a teaching/curriculum manual.

After consultation with project staff, the Office of Educational Assessment (O.E.A.) redefined the above goals into the following measurable objectives:

- To identify the nature and number of partnerships established;
- To determine whether 52 twelfth grade social studies teachers were trained in a new law-related education approach;
- To document whether a teaching/curriculum manual was produced;
- To determine whether students' knowledge of law-related concepts improved as measured by a program-developed questionnaire;

- To determine whether students' attitudes toward school and law-related values improved as measured by a program-developed questionnaire; and
- To document the number of dissemination events held.

SCOPE OF THE EVALUATION

O.E.A.'s evaluation of the Issues and Values Project was based on interviews with the project coordinator regarding the implementation of partnership and dissemination activities and the development of a curriculum manual. It also obtained teacher assessments of the training workshops through surveys dealing with workshop presentations, curriculum materials, and teaching techniques. In addition, O.E.A. analyzed pre- and post-course student knowledge and attitude scores which it received from program staff.

SCOPE OF THIS REPORT

The report of the 1986-87 Issues and Values Project consists of four chapters. Program background and scope of the evaluation are contained in Chapter I. A description of program implementation is provided in Chapter II. An analysis of student outcomes on the participation in government examination and attitude survey are included in Chapter III, while conclusions and recommendations are contained in Chapter IV.

II. PROGRAM IMPLEMENTATION

PROGRAM OVERVIEW

The State Education Department (S.E.D.) defined the main thrust of the Issues and Values course as teaching twelfth-grade students the proper skills and attitudes necessary for informed and active participation in government. Through the use of knowledge gained in world and United States history courses, the students were expected to analyze the moral and ethical impact of local, state, national, and global laws and policies and subsequently participate in activities that affect government decision-making. The S.E.D. identified these student activities as involvement in advocacy, school government, election campaigns, and local government, as well as classroom discussions of governmental policy issues. Teachers had the flexibility to develop the program in a way that was best suited to their particular students within the context of the program's objectives.

In several important areas, administrators had to narrow the project's scope. Initially, they established partnerships with three nonpublic N.Y.C. high school systems and 22 public N.Y.C. high schools.* Staff from these institutions agreed to identify two teachers with two classes each to participate in the project's training and instructional components and to receive curriculum materials. Project administrators had anticipated that

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*See Appendix A for the listing of high school partnership members.

52 social studies/history teachers, including eight special education instructors, would volunteer. However, only 33 public and two nonpublic school teachers responded; of these, only three were special education teachers. The nonpublic school teachers withdrew from the program shortly after it began because the Issues and Values curriculum did not fit into their schools' existing social studies curriculum.

Although the project was designed specifically for twelfth-grade students, during this pilot year only 33 percent of project classes included twelfth graders. Most of the participants were in the tenth and eleventh grades. According to the project coordinator, the partnership schools substituted the new participation in government course for their regular spring, 1987 government course sections during this pilot year. In that most of these course sections were for tenth and eleventh graders, the majority of the project students brought much more limited social studies knowledge to the Issues and Values class than did twelfth graders. This resulted in an introduction to U.S. government unit being included in the new courses's implementation. The project is subsequently expected to be part of the twelfth-grade curriculum.

Project administrators had suggested several options that partnership schools could undertake so students could gain practical experience related to the curriculum. Teachers frequently assigned such classroom and in-school activities as student government participation, letters to senators, conflict-

resolution, and public policy decision-making exercises. A few teachers had students visit police precincts, senior citizen centers, or community-based organizations; most of these assignments were related to term paper projects. Very limited out-of-school activities were done because teachers reported that their students were hesitant to travel long distances due to their concerns about safety and a lack of travel experience outside of their immediate neighborhood.

TRAINING

There were a total of 15 two-hour workshop sessions held during the fall, 1986 term. The workshop series was designed to expose the teachers to presentation, curriculum materials and teaching techniques that would prepare them to conduct an Issues and Values course. Workshop topics included:

- o Regents action plan;
- o Values education and citizenship;
- o Methods for making public issues understandable to students;
- o Ways of resolving conflicting issues and values within the constitutional system; and
- o Drugs and individual rights.

Project administrators established partnerships with seven law-related education agencies who provided most of the workshop leaders. Four agencies were private: Syracuse University's Maxwell School of Politics; the Kettering Foundation, Public Agenda Foundation and Project Legal; and three were public:

Jericho School District, Liverpool High School, and N.Y.C.'s Victim Services Agency, Teen Crime Prevention Project.

The teachers reported their workshop assessment at the end of each session on an evaluation form. The workshops were evaluated in three general areas: presentation, curriculum materials, and teaching techniques. Teachers responded to each item on a scale ranging from "very poor" (one) to "very good" (five). After initial negative feedback program planners became concerned about teachers' perceptions of the quality of training sessions and decided to use workshop evaluations as formative feedback to improve the quality of subsequent workshops.

As such, program staff expected that the teachers' perceptions of the quality of the workshops would be more favorable as the series progressed. In order to evaluate whether their perceptions improved O.E.A. compared a workshop session near the beginning of the series and near its end. This comparison indicated that teachers' perceptions remained relatively stable and positive throughout the workshop series.

CURRICULUM DEVELOPMENT

Initial Draft

The project coordinator and seven N.Y.C. public high school social studies teacher volunteers developed the Issues and Values Project curriculum model during the fall, 1986 term. The project coordinator selected teacher members of the curriculum development committee on the basis of recommendations by their chairpersons and their previous curriculum development

experience. The committee used the S.E.D.'s course objectives, as well as the training partnership agencies' workshop materials, to design a total of seven units:

1. Responsibilities of citizens;
2. Obscenity;
3. Crime as a national issue;
4. Drug abuse;
5. The homeless;
6. Human rights; and
7. Immigration.

The committee completed the first draft of the curriculum manual by the beginning of the spring, 1987 term. Unit topics reflect local, state, national, or global issues. For example the Unit One topic: "Are citizenship rights more important than responsibilities?"; is a national issue. Whereas, the Unit Two topic: "Should obscene materials be permitted to be sold in the local community?" reflects a local focus. In addition, "Should American foreign policy be committed to human rights?" and "Can America formulate a workable immigration policy for the 21st century?" are global issues presented in Units Six and Seven, respectively.

The size of the units range from four to 16 topics. The topics in each unit are self-contained and cover a particular issue. Every topic includes a variety of elements: social studies facts, civic values, concepts, analytical skills, student performance objectives, and action projects. The elements in each

unit are clearly labeled, so teachers can use them to develop their own policy or issue analysis lessons. Topics are presented in the form of case studies, pro and con arguments, and provocative questions. The presentation of such concepts as change, choice, power, and authority helps students explore liberty, health, justice, equality, and other values. It also helps them build their decision-making, analytic, and interpretive skills. Because the unit topics are self-contained, teachers can select whichever ones their students are interested in or they feel competent to teach. The curriculum contains no list of topics which every teacher must teach nor a table of contents. Moreover the majority of the action projects are school-based rather than focused on student participation in government and advocacy institutions.

Curriculum Revision

Throughout the project term the curriculum development committee received feedback on its curriculum draft. Project administrators attended six legal and educational professional conferences held within N.Y.S. to provide information on how to develop a one-term twelfth-grade issues and values government participation course and receive reactions to their curriculum model. The conferences were sponsored by the following organizations:

- New York State Council of Social Studies;
- National Council for the Social Studies;

- Social Studies Association of New York City;
- Association of Teachers of Social Studies;
- Social Studies Supervisors of the United Federation of Teachers;
- New York State Bar Association; and
- New York State Education Department.

Project teachers made several presentations to their schools' parent-teachers association meetings for parents reactions to the curriculum. In addition, project teachers also responded to an open-ended questionnaire evaluating the curriculum after they had taught the course in the spring, 1987 term. Seventeen of the 33 teachers assessed curriculum strengths and made recommendations for curriculum changes. Table 1 presents their responses. The majority of respondents believed that the curriculum was successful in motivating student decision making and government participation. A quarter characterized the entire curriculum as strong and 18 percent were pleased at the opportunity to use innovative types of presentations. On the whole, the teachers were impressed with the curriculum.

Teachers recommended several curriculum changes. Twenty percent of respondents favored including a review of government course as an introductory unit; the relatively high percentage making this recommendation was due to the large number of tenth and eleventh graders enrolled in the project classes. Twenty percent also wanted classes to be more participatory and 15 percent recommended developing an out-of-class participation program for students. These two recommendations reflect the

Table 1

Summary of Teachers' Post-Course Reactions
To Issues and Values Curriculum

Reaction Area	N	%
Curriculum Strengths[a]		
Encourages students to make decisions and participate	9	53
The entire curriculum model	4	24
Provides an opportunity to use innovative types of presentations and materials	3	18
It is only good for second term seniors	1	6
The unit on citizen rights and responsibilities	1	6
Recommendations for Curriculum Changes[b]		
Include a review of government course as an introductory unit	4	20
Presentations should be participatory, not lectures	4	20
Develop an out of class participation program for the students	3	15
Provide more preparation time before teaching the course	2	10
Develop a guide of participatory teaching approaches	2	10
Develop an on-going process to include new issues in the course	2	10
Provide issues that students feel comfortable challenging	1	5
Students should be twelfth graders	1	5
The course should only have three units	1	5

[a] The total number of responses in this area was 17.

[b] The total number of responses in this area was 20.

- The majority of the teachers (53 percent) identified curriculum strengths that reflect the project's student participation objectives. However, their top three recommendations indicate their students lacked government knowledge and the curriculum had limited experiential learning options.

limited number of experiential learning options in the curriculum model. Finally, developing a guide of participatory teaching approaches for the course, allowing more preparation time before teaching the course, and creating a mechanism for including new issues in the curriculum were each recommended by 10 percent of the respondents.

As a result of the feedback gained from the dissemination meetings and project teachers' reactions the curriculum development committee completed its curriculum revisions at the end of December, 1987.

III. STUDENT OUTCOMES

PROJECT STUDENT POPULATION

Approximately 1,200 students were enrolled in 55 sections of the Issues and Values course during the spring, 1987 term. Six of these sections were special education classes and 37 contained only tenth and eleventh graders.

PARTICIPATION IN GOVERNMENT EXAMINATION

During the fall, 1986 term the Issues and Values Project administrators, in conjunction with O.E.A., developed a ten-item multiple-choice student knowledge examination of government participation rights and responsibilities. Questions dealt with such topics as the values that can affect political decisions, the meaning of due process, and the usefulness of public opinion polls. Students took a pretest in February, 1987 and a posttest in May, 1987. The project teachers submitted a total of 1,179 pretests and 842 posttests from 15 and 16 schools, respectively.* A total of 410 students, (35 percent), took both the pre- and the posttests; only their data are used in this analysis of the change in student knowledge. The absence of complete and accurate student identification information limited the number of students whose data could be analyzed. Examination forms were returned so late in the spring, 1987 term it was

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* See Appendix B for a listing of the schools included in each sample.

impossible to obtain missing data and correct erroneous forms that were submitted.

The students' knowledge of their government participation rights and responsibilities generally remained stable from the pretest to the posttest. They correctly answered an average of six questions right on the posttest as compared with an average of five on the pretest indicating the educational meaningfulness of the mean gain for this comparison was found to be 0.2.* Thus it can be concluded that the Issues and Values course did not greatly improve the students' knowledge of government participation rights and responsibilities as measured by this exam.**

ATTITUDE SURVEY

O.E.A. also assisted the Issues and Values Project administrators in developing a student survey consisting of ten statements regarding beliefs and attitudes toward the impact of participating in government decision-making activities and exercising citizenship rights and responsibilities. Students

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*The effect size, developed by Jacob Cohen, si the ratio of the mean gain to the standard deviation of the gain. This ratio providews an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, O.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful.

** A more detailed analysis of the participation in government examination can be found in Appendix C.

responded on a five-point scale running from "strongly agree" (one) to "strongly disagree" (five).

Program teachers administered the same survey at the beginning (pretest) and at the end (posttest) of the spring, 1987 term. Student names appeared on the completed surveys. A total of 1,171 pretests and 851 posttests were submitted. Only 409 students (35 percent) responded to both the pretest and the posttest and therefore could be included in this analysis of student attitude changes.

In general students expressed positive attitudes. The percentage of positive attitudes on the posttest was 83 as compared to 77 percent on the pretest.* The students' average rating on the posttest was "agree" (two) which represented a more positive attitude than the average pretest rating (three). The E.S. for this gain was 0.4 which indicates that the Issues and Values course did not greatly improve the students' attitudes.**

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* O.E.A. computed reliability coefficients for the pretest and the posttest separately for the students with complete data. Using a measure of internal consistency, alpha, and the Spearman Brown reliability estimate for the survey if it were lengthened to 100 items, the reliability coefficients were determined to be high, for both the posttest and the pretest (r = .90 and r = .89, respectively). This indicates that, in general, the survey items were measuring the same thing.

** A more detailed analysis of the attitude survey appears in Appendix C.

IV. CONCLUSIONS AND RECOMMENDATIONS

The Issues and Values Project met its objectives of establishing public school and law-related agency partnerships. These relationships were also instrumental in helping project administrators achieve their teacher training objective. However, the lack of active nonpublic school teachers' participation prevented project administrators from fully implementing their new law-related education curriculum in all types of N.Y.C. educational settings.

Project administrators were successful in developing and disseminating their curriculum model. The curriculum draft was well organized, but lacked a table of contents. Its structure encouraged teachers to develop their own lessons based on their own and students' interests. However, the absence of minimum criteria for course content meant that teachers at different schools could be teaching very different courses; and therefore students would not all cover the same basic material. In addition, the lack of experiential learning options within the curriculum resulted in several recommendations for curriculum changes.

The project student population was vastly different from what was planned. The project was designed for twelfth graders. Because the project was implemented in substitution for regular government course sections, the majority of the student participants were in the tenth and eleventh grades. The participation of these students, particularly of the tenth

graders, limited the effectiveness of the project. High school sophomores generally do not have the prerequisite knowledge of government structure to adequately evaluate the various public policy issues and values contained in the project curriculum. According to project staff, the change in the target population is largely due to the pilot nature of the course. The course is intended for twelfth graders and will be offered as a twelfth-grade course in subsequent years.

Teacher assessments of both the training workshops and the curriculum were positive. However, because less than a third of the project students were twelfth graders the project teachers were unable to fully implement what they had learned in training. Moreover the lack of student government participation internships resulted in a far less pragmatic approach to law-related education than the S.E.D. defined.

The findings from the tests used in this project regarding student knowledge and attitudes were inconclusive because the testing procedures used to determine student outcomes were inappropriate. The lack of a control group of non-project students who completed the knowledge examination and the survey made it impossible to assess whether changes were due to program participation or to other unrelated factors. In addition, examination and survey forms asked for student names but not for grade level, nor for students' identification numbers. The inclusion of names on the attitude survey may have influenced how students responded. Whereas, the omission of the students' grade

level and identification numbers made it impossible to do a separate analysis of twelfth graders' outcomes. Moreover the lack of sufficient and accurate student identification data was the main reason only 35 percent of the examinations and surveys could be fully analyzed.

On the basis of these evaluation findings, the following recommendations are aimed at enhancing program benefits and facilitating their assessment:

- The curriculum model should include a comprehensive table of contents and stipulate course requirements indicating the minimum student skills, knowledge, behaviors, and out-of-class action projects necessary for passing each unit;
- Project administrators and O.E.A. should work together to develop a strategy for assessing changes in students' attitudes or knowledge. This may involve both project students and a control group of non-project students; and
- Project administrators and O.E.A. should develop a more comprehensive and timely schedule of evaluation activities to ensure proper data collection, and analysis.

APPENDIX A: PARTNERSHIP SCHOOLS

PARTNERSHIP SCHOOLS

Non Public High School Systems

Agudath Israel America
Archdiocese of New York
Office of Catholic Education of the Diocese of Brooklyn

Public High Schools

Benjamin Cardozo High School
Boys and Girls High School
Franklin K. Lane High School
Fort Hamilton High School
High School for the Humanities
James Madison High School
John Jay High School
John F. Kennedy High School
Martin Van Buren High School
Midwood High School
New Utrecht High School
Seward Park High School
South Shore High School
Theodore Roosevelt High School
Thomas Jefferson High School
Tottenville High School
Walton High School
Washington Irving High School

APPENDIX B: SCHOOLS INCLUDED IN EACH SAMPLE

SCHOOLS INCLUDED IN EACH SAMPLE

School Name	Included in Pretest	Included in Posttest	Included in Matched Sample
Benjamin Cardozo High School	X	X	X
Boys and Girls High School		X	
Fort Hamilton High School	X	X	X
Franklin K. Lane High School	X	X	X
High School for the Humanities	X	X	X
James Madison High School	X	X	X
John F. Kennedy High School	X	X	X
John Jay High School	X	X	X
Martin Van Buren High School	X	X	X
Midwood High School	X	X	X
New Utrecht High School	X		
Seward Park High School	X	X	X
South Shore High School	X	X	X
Theodore Roosevelt High School		X	
Thomas Jefferson High School		X	
Tottenville High School	X	X	X
Walton High School	X		
Washington Irving High School	X	X	X

APPENDIX C: ITEM ANALYSIS OF PARTICIPATION IN GOVERNMENT EXAMINATION AND ATTITUDE SURVEY

ITEM ANALYSIS OF PARTICIPATION IN GOVERNMENT EXAMINATION AND ATTITUDE SURVEY

As part of its 1986-87 Issues and Values Project evaluation O.E.A. conducted an item analysis on the government participation examination and examined the reliability of the attitude survey. These analyses are summarized in this appendix.

PARTICIPATION IN GOVERNMENT EXAMINATION

O.E.A. conducted an item analysis of the participation in government examination for the 409 students with complete pretest and posttest data. The same ten item test was administered for both the pretest and the posttest. All but two of the test items were four-choice multiple choice questions; the others were six-choice questions. It would be expected that students would answer the four-choice items correctly approximately 25 percent of the time, and the six-choice items correctly approximately 17 percent of the time, by chance alone.

Examination performance for the pretest is illustrated in Appendix Table 1. Students demonstrated some knowledge of the material prior to any classroom experience, with better than chance performance on nine pretest items. Item four had the highest percentage of correct responses (71), while item two had the lowest (19). On average, the students answered 53 percent of the items correctly. Project students' posttest performance is represented in Appendix Table 2. Both item numbers two and four continued to be the lowest and highest correctly answered questions, respectively. Moreover, from Appendix Table 3 it can be seen that the average net percentage of change on all ten items was five percent. This overall lack of change in students' test performance is consistant with the lack of educational meaningfulness found when the effect size was computed.

ATTITUDE SURVEY

The Issues and Values Project staff and O.E.A. developed a ten item student survey regarding beliefs and attitudes toward the impact of participating in government decision-making activities and exercising citizenship rights and responsibilities. Issues and Values Project staff administered the same test as both pretest and posttest. Four-hundred and nine students had both pretest and posttest survey data and could therefore be included in the O.E.A. analysis.

The pretest and posttest reliabilities were examined to determine whether the survey items represent different aspects of the same area or constitute more than one area. The designation for this type of reliability is coefficient alpha. Surveys with coefficient alphas of .60 or greater indicate that their items are from one area. Since reliability is more accurately

APPENDIX TABLE 1

Summary of Students' Responses to Each of
the Participation in Government Pretest Exam Items

Item[a]	Number[b] Correct	Number Incorrect	Percent Correct
1	179	231	44
2	79	331	19
3	260	150	63
4	292	118	71
5	201	209	49
6	236	174	58
7	199	211	49
8	250	160	61
9	214	196	52
10	269	141	66

[a] Items number five and six were six-choice multiple choice questions, all the rest of the exam items were four-choice multiple choice questions.

[b] There were 409 students' data included in this analysis.

o As a group, the students correctly responded to 90 percent of the items at a greater than chance level.

APPENDIX TABLE 2

Summary of Students' Responses to Each of the Participation in Government Posttest Exam Items

Item[a]	Number[b] Correct	Number Incorrect	Percent Correct
1	224	186	55
2	94	316	23
3	257	153	63
4	313	97	76
5	229	181	56
6	253	157	62
7	236	174	58
8	251	159	61
9	235	175	57
10	270	140	66

[a] Items number five and six were six-choice multiple choice questions, all the rest of the exam items were four-choice multiple choice questions.

[b] There were 409 students' data included in this analysis.

- As a group, the students' test performance remained basically the same from the pretest to the posttest: once again 90 percent of the items were answered correctly at a greater than chance level and items number two and four were the lowest and highest ranked items, respectively.

APPENDIX TABLE 3

Net Change From Participation in Government Pretest to Posttest of Percentage of Students Answering Items Correctly

Item	% Change
1	11
2	4
3	0
4	5
5	7
6	4
7	9
8	0
9	5
10	0

- There was a positive change in 70 percent of the items, the other 30 percent remained the same; however the total change was not educationally meaningful.

for this type of reliability is coefficient alpha. Surveys with coefficient alphas of .60 or greater indicate that their items are from one area. Since reliability is more accurately determined when using a long, as opposed to short survey, each test's reliability was estimated using the Spearman Brown formula. Thus the reported pretest and posttest reliabilities, $\underline{r}$ = .89 and $\underline{r}$ = .90, respectively, were computed as if the pretest and the posttest each contained 100 items. From these coefficient alphas it can be seen that the attitude survey items did in fact represent different aspects of the same area.